



Childcare Inspection Report on

Shelly Jones

Holyhead



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Description of the service

Shelly Jones operates her child minding service from her home in Llanfigangel yn Nhowyn, a short distance from the port town of Holyhead on the Isle of Anglesey. The child minder is registered to care for up to a maximum of 10 children, from babies up to the age of 12. Operating hours are flexible dependant on the needs of the families, at present the service is available between 7:30am and 7:00pm, Monday to Friday. The main operating language of the service is English, with some Welsh also used. The service does not fully provide the Welsh Language 'Active Offer'.

Summary of our findings

1. Overall assessment

Children are happy and settled. They flourish in a nurturing environment tailored to their individual needs. The child minder understands her role and has undertaken sufficient training to ensure she knows how to keep children safe and healthy. The environment is suitable and meets the children's needs with quality resources available. The child minder implements sufficient risk management procedures. The child minder works in partnerships with parents and is flexible to meet with families needs.

2. Improvements

There have been no significant changes to the running of this service since the last inspection

3. Requirements and recommendations

We found the service did not meet legal requirements in relation to completing fire drills and reviewing and reporting on the quality of care of the service. On the day, we found these did not affect the care of the children; therefore we have brought them to the attention of the child minder and told her that they must be addressed.

We also made recommendations in relation to the environment and implementing effective risk management procedures and infection control procedures to reduce the risk of spreading infection.

1. Well-being

Summary

Children make positive choices and decisions and are encouraged to express their views. They feel happy and secure due to the consistent care they receive. Children are active and curious learners and gain a sense of achievement from what they do; they also experience a variety of opportunities to complete suitable tasks for themselves which helps develop their independence.

Our findings

1.1 To what extent do children have a voice?

Children confidently express their views and make choices and decisions about how they spend their time.

Children were encouraged and fully supported to choose what they wanted to do. We saw children going to get the toys they wanted to play with and they asked for what they could not get for themselves, such as the musical instruments. Children expressed their opinions and knew their ideas would be listened to and taken in to consideration. A child who had already completed a craft activity asked if she could paint again, the resources needed were provided without question and the child went about painting the picture with enthusiasm; taking great care to choose the colours she wanted.

Children use initiative and gain confidence because they are encouraged to make choices and experience good support to do things for themselves.

1.2 To what extent do children feel safe, happy and valued?

Children are happy and feel secure in a caring environment.

Children had strong bonds of affection with the child minder and her family, and they were confident and at home in their surroundings. They spoke with ease to those around them; we saw children hugging and smiling at each other. Children were familiar with the routine; giving them a sense of security. Children knew when it was time for lunch and told us they would later be going to school.

Children experience a strong sense of belonging which supports them to build their confidence.

1.3 How well do children interact?

Children interact and co-operate well with the child minder and those around them.

Children spoke to those around them with enthusiasm and familiarity, showing kindness and consideration towards each other. For example, older children helped care for the younger children, checking from time to time if they were ok and sharing toys they thought they would enjoy playing with. Children took appropriate care of equipment and resources;

they followed instructions to tidy up before getting other toys out. Children knew where resources belonged; for example a child found a small blanket in the kitchen and was heard saying '*this does not belong here*'. Following a discussion with the child minder, they agreed the blanket belonged in the doll's house and made sure it was safely returned.

Children are consistently polite and show kindness and consideration towards each other.

1.4 To what extent do children enjoy their play and learning?

Children influence the tasks and activities they undertake and are active and curious learners.

Children were motivated and engaged in their play and learning. They followed their interest collecting different toys or choosing when they wanted to engage in an adult led activity. Children also enjoyed quieter times when they were able to relax. Children collected books from the selection available and they all sat together listening intently to the story being read to them. Children joined in with the actions of the story and enthusiastically answered questions asked which promoted their learning and development. Children were eager to talk about what they had been doing and showed us which toys were available for them to play with.

Children experience fulfilling play and learning opportunities, which gives them a sense of achievement.

1.5 How well do children develop, learn and become independent?

Children are naturally motivated to freely choose and complete tasks for themselves.

Children make good progress; they have a secure relationship with a consistent child minder whom encourages them to gain confidence. Children took pride in the tasks they completed, demonstrating how they could eat their lunch with minimal support and proudly showing us their work displayed on the walls. Children were able to accomplish things for themselves because they had appropriate self-help skills, such as using the toilet. Children followed their own personal interests, we saw a child enjoy searching in a drawer filled with a wealth of different items. The child named all of the items she saw, choosing to play with some for a short while before returning to see what other treasures she could find.

Children are confident and independent; they are motivated to experiment and be imaginative.

2. Care and Development

Summary

The child minder tries to implement positive practice and is able to keep children safe and healthy. She encourages and successfully promotes positive behaviour, making children feel valued and building on their self-confidence. The child minder plans for an appropriate range of play and learning opportunities and meets individual needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder takes reasonable steps to keep children safe and healthy.

The child minder conveyed a sound understanding of her role and responsibilities in relation to safeguarding. Some elements of the infection control audit tool were implemented; tables were wiped before eating, but children's hands were not washed with water and soap as is recommended and individual hand towels were not used. The child minder prepares all snack and meals and has attended nutrition courses in the past. Physical activity and spending time outdoors is integrated in to every day through walks to the nearby school, playing in the garden and visiting places of interest locally. The last recorded fire drill had taken place in March 2017, this breaches Regulations as fire drills are required to take place at a minimum of every six months. This was discussed with the child minder and she was informed that this matter must be addressed. The last recorded accident was in 2016 there were no recent records of medicine being administered to children.

The child minder tries to implement positive practice to promote children's health and well-being.

2.2 How well do practitioners manage interactions?

The child minder is consistent in her approach and gives children time and individual attention.

The child minder demonstrated a sound understanding of child development, tailoring her interactions to individual children, based on their ages and stage of development. The child minder was a positive role model, modelling appropriate behaviour and consistently celebrating good behaviour. We heard extensive use of praise and encouragement, with children regularly congratulated for the positive and enthusiastic contributions they made. For example, when they completed the planned craft activity. The child minder greatly valued children's participation ensuring it was not tokenistic which encouraged and enabled everyone to take responsibility for their own behaviour.

The child minder is consistently fair in her approach, making expectations of behaviour clear and valuing the contribution children make.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

The child minder provides a nurturing and caring environment.

The child minder understood and met children's individual needs. For example, activities were chosen and planned dependant on the children present, their interests and stage of development. Specific activities were planned for the older children taking into account their requests. The daily routine provides children with stability and security, the child minder supported the children to put away the toys when it was time for lunch and they confidently knew they could explore and ask for additional resources if they wanted during free play.

The child minder appropriately plans play and learning experiences and takes in to consideration individual needs.

3. Environment

Summary

The child minder provides a suitable environment for the children, but at present, she does not implement effective risk management procedures. Toys are available in sufficient quantity and are of appropriate quality.

Our findings

3.1 How well do leaders ensure the safety of the environment?

The child minder does not implement effective risk assessments but on the day we found no obvious risks to children's safety.

The child minder has a sufficient understanding of her responsibilities in relation to keeping children safe. The child minder supervised the children well and tailored the care provided dependent on the age group of the children she was working with. Emergency contact details were readily available and the child minder had a process to follow in the event of an emergency. We saw no obvious risks to children's safety. However, the child minder does not record risk assessments therefore there was no evidence the child minder had considered the risks to the children's safety and how any identified action required had been acted upon to ensure children's safety. Following a fire safety check from the fire service new fire alarms had been fitted. However, the last recorded fire drill was in March 2017, therefore, there was no evidence that they had been undertaken regularly, There is no set cleaning routine with the child minder cleaning items and the environment as and when required.

The child minder takes a basic approach to ensuring children are cared for in a safe clean and secure environment.

3.2 How well do leaders ensure the suitability of the environment?

The child minder provides sufficient space to meet children's needs.

The child minder ensures children are cared for in a child friendly environment. The dedicated large playroom allows for a wide range of play opportunities suitable for all ages. The layout and design considers children's perspective and promotes their independence. All facilities are located on the same floor meaning they are able to complete suitable tasks for themselves. The child minder provides access to a large outdoor play space, which is regularly utilised. The availability of appropriate toys and resources suitable for the children being cared for making the area appealing to them.

The child minder provides a sufficient environment with a wide range of play opportunities.

3.3 How well do leaders ensure the quality of resources and equipment?

The child minder provides the children with access to a wide range of suitable resources appropriate to their needs.

The child minder ensures children have access to wide range of good quality developmentally appropriate play and learning resources indoors and outside. These were available in sufficient quantity to ensure children have a broad variety and choice. We saw children going to get what they wanted to play with and they were familiar with what they could choose from. They enjoyed exploring the various drawers and took pleasure in finding what they wanted. The resources were easily accessible due to well planned storage. Labelling all the drawers would further support children to choose what they wanted.

The extensive range of resources provide stimulating and interesting play and learning opportunities.

4. Leadership and Management

Summary

The child minder has a stable and measureable vision for her service. Children's needs are met appropriately through a positive ethos and the child minders dedication to her role. Self-evaluation and planning for improvement is inconsistent, however, she appropriately provides continuity of care for the children and works well in partnership with parents.

Our findings

4.1 How effective is leadership?

The child minder has an acceptable vision for her service to secure positive outcomes for children.

The child minder had kept her statement of purpose up to date and had policies and procedures readily available to convey how she operates her service. The care provided is focused on children's needs and ensuring their needs are met. The child minder sufficiently creates a positive ethos whereby children feel valued. The child minder has a balanced understanding of current best practice relevant to the children in her care and tailors her service accordingly, providing a variety of different experiences to promote development and build confidence and self-esteem.

The child minder has a steady sense of purpose.

4.2 How effective is self evaluation and planning for improvement?

The child minder takes a basic approach to gathering the views of those using the service.

The child minder consults with children regularly and positively responds to their views and requests, such as providing activities of interest to them and within reason, the resources they request. The child minder is open to new ideas and willing to try out different ways of working. The child minder had produced a quality of care review in 2017, but had not continued to do this annually. She does not actively implement strategies to gather feedback on the service or use the information positively to benefit the service.

The child minder knows her service and implements positive changes.

4.3 How effective is the management of practitioners, staff and other resources?

The child minder attends relevant training and ensures continuity of care for the children.

The child minder implemented appropriate procedures to ensure fitness checks are updated as necessary. DBS certificates had been updated and all required training was up to date and current. The child minder kept accurate daily registers and planned for the children who would be attending. The child minder manages her own time effectively, planning activities responsively and responding to service demands such as school pick-

ups. A new system has been implemented since the start of the year, whereby the child minder records all relevant information in a diary, which she reported was working well.

The child minder sets appropriate targets for herself.

4.4 How effective are partnerships?

The child minder keeps parents informed of children's progress and well-being.

The child minder strives to keep parents informed of children's progress, this is mainly achieved through verbal communication at drop off and pick up. The child minder aims to establish trust and clear communication. Parents provided detailed information on children's well-being enabling the child minder to tailor the care she provided to ensure needs were met and children remained settled and happy. Parents regularly receive work the children have completed. The child minder is an active member of the community, making good use of local amenities and places of interest nearby.

The child minder works positively in partnership with parents to promote appropriate outcomes for children.

5.Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We informed the child minder that they were non compliant with the following regulations of The Child Minding and Day Care (Wales) Regulations 2010:

Regulation 16: The child minder had not made suitable arrangements to establish and maintain a system for monitoring, reviewing and improving the quality of care given to children. The quality of care is to be reviewed at least annually.

Regulation 38: The child minder had not made adequate arrangements by means of a fire drill and practices at suitable intervals, to ensure that the children would be fully aware of the procedure to be followed to evacuate the building in case of a fire.

We did not issue a non-compliance notice as we did not find evidence on this occasion, that this had an impact on the well-being of children. These matters must be addressed.

The child minder to also consider:

- developing an effective risk management process through completing comprehensive risk assessments that are regularly undertaken, reviewed and acted upon to ensure children's safety is always promoted;
- implementing processes to monitor and review the condition of resources to reflect good hygiene practices and effective infection control;
- making resources accessible to children through good storage and labelling; and;
- applying the principles of the 'Public Health Wales, Infection prevention and control for childcare settings for regulated childcare settings'; washing children's hands with soap and water and providing individual hand towels to dry hands after washing.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited on the 11 January 2019 between 9:40am and 11:50am and again on the 15 January 2019 between 4:00pm and 5:30pm.

We:

- Inspected a sample of documentation and policies;
- observed practice;
- spoke to the children;
- inspected the premises and the resources used;
- provided the child minder with feedback following the inspection.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Child Minder
Registered Person	Shelly Jones
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	7:30am – 7:00pm Monday to Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	31 March 2016
Dates of this inspection visits	10 January 2019 & 15 January 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing and 'Active Offer of the Welsh language. Welsh is used during the day but documentation is only available in English.
Additional Information:	